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Fine and Industrial Arts in Elementary Schools. By WALTER SARGENT. Ginn & Co. Pp. 132.

Readers of the *Elementary School Teacher* will remember the articles by Professor Sargent which appeared in this journal two years ago. The present volume is a revision and enlargement of that series of articles.

The first two chapters deal with general principles and state the reasons why drawing, constructive work, and design should be included in the elementary course. The remaining five chapters contain detailed recommendations for the work of each of the grades.

The book commends itself to the student of elementary education because it seeks to find a place for art in elementary education which will put drawing and manual activity on the level with all the other subjects taught in the school. If drawing and constructive work are to take such a place in the schools, they must be organized so that from year to year the pupil shall progress and secure genuine mental development from his training. That it is very difficult to get a progressive series of exercises in drawing and constructive work everyone knows who has seen children struggling with school drawing-books and with repetitious manual-training exercises. In the second place, handwork of all types must be related to reading, writing, and number work. This can be done only when the value of practical activity for the training of powers of mind which are on a level with those trained in the intellectual subjects is understood and emphasized.

Professor Sargent has stated these principles in such a way as to stimulate the most wholesome thinking on the part of the elementary-school teachers and supervisors. Furthermore, he has illustrated the way in which the principles may be carried into practice from grade to grade.

C. H. JUDD

The Yearbook of the Francis W. Parker School. The Social Motive in School Work. Published by the Faculty of the School. Pp. 139. 35 cents.

The Francis W. Parker School was established as a memorial to Colonel Parker and it has continued to carry out the educational policy which he inaugurated. The present publication is the first of a series which is promised by the faculty of this school. It contains the reports of a number of different activities of the school. A general introductory statement of principles with which the volume opens is followed by an account of Investigation Lane. This account relates the way in which some land back of the school has been put to use as a means of educating the children through activity, and at the same time producing much experience that is valuable for the social life of the children and for their other school work. Later sections of the monograph give examples of the way in which the dramatic instinct of children may be employed. The organization of the music of the school is discussed. The print shop is reported in general and in some special details that are of importance in the work of the seventh grade. Altogether, the monograph is very suggestive of lines of activity which may be taken up in elementary education.

The authors of the book call attention in their announcement to the fact that the school is unhampered by traditions, and is therefore free to experiment in the course of study and in the methods of organizing teaching. The best characteristic